

# Polka Day Care

Polka Road, Wells-Next-The Sea, Norfolk NR23 1JG



<b>Inspection date</b>	1 March 2019
Previous inspection date	22 February 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Some children lack challenge in their play. Staff's plans for children's learning do not focus precisely on what children need to learn next. Staff do not provide children with ambitious learning opportunities that support all areas of their development.
- Teaching is variable. Leaders and managers lack oversight of the quality of staff's interactions with children. They do not have established systems in place to support staff and strengthen the quality of teaching.

### It has the following strengths

- Children have a varied range of opportunities to promote their physical development. Older children move confidently in different ways, such as bouncing and running. They safely negotiate space. Staff provide babies with a safe space to move around. They encourage them to use outdoor play equipment. Children climb and slide safely.
- Staff seek to engage children in activities that they enjoy. They follow children's interests and join in their imaginary play ideas. Children enjoy playing alongside staff. They build good relationships with staff and each other.
- Staff encourage children to be independent and do small tasks for themselves. Young children fetch their coats to go outside. Older children are encouraged to be competent in self-care and get themselves suitably dressed to go outside.
- Staff support babies to develop their communication and language skills. Staff respond to the sounds and gestures that babies make and talk to them in simple language.
- Staff support children's positive behaviour. They play games with children and encourage them to take turns with others. Children show that they listen to adults and follow their instructions.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide children with a broad range of challenging learning opportunities that are ambitious and targeted to their individual needs to secure their good progress	28/04/2019
improve arrangements for the performance management of staff and establish an effective system of supervision, support and coaching to address the variable quality of teaching.	28/04/2019

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery acting manager.
- The inspector held a meeting with the nursery acting manager and a committee member. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with several parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of leadership and management requires improvement

Leaders and managers do not closely monitor the quality of teaching. They do not take decisive action to support some weaker aspects of teaching. Staff do not benefit from individual targeted support to help them to improve the quality of their interactions with children. Staff are encouraged to access some training, but the impact of any training taken is not monitored closely enough. However, staff are encouraged to contribute their ideas to improvement plans to enhance children's experiences in the nursery.

Safeguarding is effective. Staff demonstrate a secure understanding of how to report any concerns they have about children's welfare. They implement robust policies, such as when there are visitors to the setting, to ensure they keep children safe. Those staff who lead on safeguarding in the nursery communicate effectively with parents and other professionals to ensure they share important information to promote children's welfare.

### Quality of teaching, learning and assessment requires improvement

Teaching lacks consistency across the nursery and staff's plans for children's learning are not ambitious enough. Staff miss opportunities to challenge older children's mathematical development. Children in the pre-school room capably count from one to four, but staff do not seek to extend their knowledge further. At other times, staff do not question children skilfully to deepen their understanding and inquisitiveness. However, the quality of staff's interactions with babies greatly enhances their imagination and language skills. Staff join in pretend play with babies, such as eating and drinking. They introduce simple language, such as 'more' and 'hot'. This helps babies to grow their vocabulary. Parents comment positively about their children's experiences at nursery. They value the information that staff share with them and comment that children develop well, particularly in their language and social skills.

### Personal development, behaviour and welfare require improvement

Staff encourage children to engage in play opportunities, but due to weaknesses in teaching and planning, not all children show an eagerness to learn. However, children are confident. They choose what they want to do and staff respect children's choices. Staff engage children in conversations and show an interest in their lives outside of the nursery. They take account of children's interests and incorporate them into play experiences. Staff promote children's good health. Children eat healthily and staff work closely with parents to meet children's special dietary needs. Children have daily outdoor experiences to promote their physical well-being. Staff encourage children to follow good hygiene procedures and supervise them closely, offering guidance and support where needed. Children develop good friendships and play cooperatively together.

### Outcomes for children require improvement

Children do not make strong rates of progress in all areas of learning due to the variable quality of teaching. Some children lack high levels of engagement as staff do not consistently inspire and challenge them. However, children do acquire some skills to prepare them for the next stage in their learning, such as school. They communicate their needs well and listen to others. They respect rules and boundaries and build secure relationships with adults and their peers. Babies are confident communicators.

## Setting details

<b>Unique reference number</b>	EY459269
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10098172
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	42
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Polka Day Care Ltd
<b>Registered person unique reference number</b>	RP532380
<b>Date of previous inspection</b>	22 February 2017
<b>Telephone number</b>	01328711699

Polka Day Care registered in 2013. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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